CHILD STUDY

To help parents make their parenthood more intelligent, more efficient and of the highest use to their children.

IMAGINATION

Published by

FEDERATION for CHILD STUDY
Child Study Association of America, Inc.

February 1925

February Lectures

Afternoon

DR. ERNEST R. GROVES

Common Problems of Adjustment in Normal Children

Wednesday, February 18th, at 3:45 P. M.

At the Meeting House of the Society for Ethical Culture

2 West 64th Street

Free to Members **Non-Members—One Dollar**

Evening

DR. FRANKWOOD E WILLIAMS

Fears in Childhood

Results of Early Mismanagement and the Handling of First Manifestations of Fear

Wednesday, February 25th, at 8:30 P. M.

At the Meeting House of the Society for Ethical Culture

2 West 64th Street

Free to Members **Non-Members—One Dollar**

Dr. Groves is Professor of Sociology, Boston University; author of "Personality and Social Adjustment," "Wholesome Childhood," et al.
Dr. Williams is Medical Director, National Committee for Mental Hygiene.

CHILD STUDY

Published By

The Federation for Child Study

THE CHILD STUDY ASSOCIATION OF AMERICA, Inc.

Vol. 2 February 1925. No. 3

Imagination

EVERY mother ought to know that practically every healthy child has imagination. You will have to take a long day's journey to find a child that has no imagination to begin with and then you will find that this child is wonderfully uninteresting or actually stupid.

As soon as a child knows a large number of objects and persons and names, he will begin to re-arrange his bits of knowledge into new combinations and in this way make a little world of his own. In this world, beasts and furniture and flowers talk and have adventures. When the dew is on the grass, "the grass is crying"; butterflies are "flying pansies"; lightning is "the sky winking," and so on. This activity of the child's mind begins at about two years and reaches its height between the ages of four and six. But it continues through life with greater or less intensity, according to circumstances and original disposition.

It is not only the poet and the artist who need imagination, but all of us in our every day concerns. The person to whom you like to talk so much about your affairs, because she is so sympathetic, *is sympathetic* precisely because she has imagination. For without imagination we cannot "put ourselves in the place of another" and much of the misery in the relations between human beings exists because so many of us are unable to do this. The happy cannot realize the needs of the miserable and the miserable cannot understand why anyone should be happy—if they lack imagination.

We all know the classic example of Queen Marie Antoinette, who, when told that the people were rioting for want of bread, exclaimed, "Why, let them eat cake instead!" Brought up in luxury, she could not realize what absolute want means. She had no imagination.

The world has progressed, but we still have among us the same type of unfortunate persons who are unable to put themselves in the place of others. A woman, on being told of a family so poor that they had nothing but potatoes for supper the night before, replied:

"They may be poor, but the mother must be a very bad housekeeper anyway. For even if they had nothing but potatoes to eat, she might at least have fried them."

Like her royal prototype, this modern woman had not the imagination to realize that a family could be so poor as to be in want of fuel.

The need for imagination, far from being confined to dreamers and persons who dwell in the clouds, is of great practical importance in the development of mind and character. Imagination is a direct help in learning and in developing sympathy. As one of our great moral leaders, Felix Adler, has said, much of the selfishness of the world is due, not to

CONTENTS

	Page
Imagination ..... by Sidonie M. Gruenberg	3
Minutes of a Child Study Group..	5
Editorial	6
Observation in the Field.....	6
The Month's Activities.....	7
Leaders and Speakers Meet.....	9
Mothers Are Mothers.....	9
Book Reviews.....	10
The Education of Exceptional Children, by Horn. Books Received for Review. Suggested Readings from Current Periodicals.	
Ten Seminar Conferences.....	11
The Shaw Conference.....	11
The Children's Foundation.....	10
Our Publications.....	11

actual hard-heartedness, but to lack of imaginative power.

Being able to put yourself in the place of another is of importance, not only from the strictly moral point of view. This ability affects one's every day relations; it is of great help in avoiding misunderstandings of all kinds—between mother and child, between mistress and maid, etc.

Most of us grown-ups do not appreciate how very real the child's world of make-believe is to him and how essential to his happiness it is that we do not break into it rudely.

Many parents enter spontaneously into the spirit of their children's games and make believe with the best of them. They pity poor Johnny when he screams with terror at the attack of the make-believe bear and take great joy in admiring the make-believe kitten. It is the child's natural way of learning things, of getting acquainted with all living and inanimate objects in his environment. It sharpens his observation. A child who tries to "act a horse," for example, will be much more apt to notice all the different activities and habits of the horse in his various relations than would a child who merely observes passively.

A child with imagination, when receiving directions or instructions, can picture to himself what he is expected to do and easily translates his instructions as effectively. Again and again, teachers and parents find that children fail to carry out orders, though able, when asked, to repeat word for word the instructions given them.

The child can *be* whatever he wishes and *have* whatever he likes—his heart's desire is at his fingers' ends, once his imagination is free. The rocking-chair can be a great ship, the carpet a rolling sea, and at most, a suggestion is needed from the busy mother. A few chairs can be a train of cars and keep him occupied for hours. A wooden box is transformed into a mighty locomotive—in fact, give an imaginative child almost anything, a string of beads or a piece of colored glass, and out of it his imagination will construct great happiness.

A normal child does not need elaborate toys. The only function of a toy, someone has well said, is "to serve as a lay figure upon which the child's imagination can weave and drape his fancy." Some children do not even need *objects* as a starting point for their imaginative activity. They can conjure up persons and things to serve as material for their play. Many children when alone have imaginary companions. In some cases the companionship lasts but a few months; but there are children whose imaginary companions grow up with them and get older as they get older. Sometimes there is a group of such companions and their activities constitute a continued story, of which the child is a living center, although not always the hero.

There need be no fear, except perhaps in very extreme cases, that such activity of the imagination is morbid. A little girl who plays with her dolls is really doing the same thing, only she has a symbol for each of her imaginary companions. But although an imaginative child is easier to teach later on, and although he does not trouble you with the incessant nagging, "What shall I do now?", the mother whose idea of good conduct is "keeping quiet" will find the unimaginative child much easier to manage. He is very much less active and therefore "less troublesome." This explains why this priceless gift of imagination has so often been discouraged by parents and teachers. We should look not for the easiest way, but for the best, and the best for the child will prove in the end the best for us.

Another reason why imagination has been suppressed by those who are in charge of children is the fear that it will lead to the formation of habits of untruthfulness. It is very hard to realize, unless you understand the child's nature, that the child is not lying when he says something that is manifestly not so to you and other adults. Up to a certain time it is impossible for the child to distinguish between what we call *real* and make-believe. Both are equally real to him, and the make-believe is often very much more interesting. Until about the fifth year a child does not know that he is imagining; between the ages of four and six the imaginative period is at its height, and there begins to appear a sort of undercurrent of consciousness that is all make-believe. This heightens the pleasure of trying to make it seem real. Gradually the child learns to distingush between imaginary experiences and real ones, but until one is quite certain that he does distinguish, one must not attach any moral significance to his stories. Should an older child be inclined to tell falsehoods, one may be sure that this is *not* because his imagination has been cultivated. There are then other reasons and causes, and they must be studied on their own account.

Reprinted from "Your Child, To-Day and To-Morrow," by Sidonie M. Gruenberg. Lippincott Co., 1920.

Child Study Groups

Minutes of a Meeting of Chapter 82.

Topic: Imagination

Sources:

Dewey: Psychology

Groves: Personality and Social Adjustment

Professor Dewey defines imagination as "that operation of the intellect which embodies an idea in a particular form or image," and continues: Imagination as a recognition of an idea in a concrete form will exist when the ideal element involved in both perception and memory is freed from its reference to some existence, i. e., an image not tied down to a thing or event. It is bringing into consciousness what was previously in unconsciousness. The two factors involved are dissociation and attention, association being supreme in percept and memory.

Children are often spoken of as possessed of great imagination when the fact really is that they have not learned as yet to make this distinction and consequently, every idea or image which occurs to them is taken for reality. Imagination proper appears only with the ability to distinguish between the ideal and the real and originates with the dissociation of some element from its varying concomitants.

Along with this isolation of various elements of our perception goes a recombination of them. It deals with real material and confines its activity to forming abstractions and producing combinations not experienced. This is mechanical imagination, only the form is new.

The next higher stage is fancy or fantasy. Here the formation and connection of images is controlled by a vivacious and receptive emotional disposition. Its home is romance, yet there is no creation, only unwonted connection as in similes and metaphors, images in poetical sense or subtle analogies; it is only stimulating or penetrating.

The highest form of imagination is an organ of penetration into the hidden meaning of things; it is not confined to isolation and combination of experiences, it is virtually creative. Its separations and combinations are filled with a direct and spontaneous sense of the relative values of detail in reference to the whole and elevates them into universal and permanent significance.

It is impossible to lay down rules for the working of the imagination. Imagination takes its rise in feeling, it represents the subjective side of self, acting in its freedom; its forms are as numerous as the subjects which exercise it and the interests, emotions and aspirations of the self.

In "Personality and Social Adjustment," Dr. Groves says that the tendency to fantasy is inherent in human nature. The creative power of imagination is made use of as a means of hiding unpleasant facts from oneself. The constructions of fancy may replace the actual conditions and then they receive the reactions that belong to real things. The existing environment is replaced by an imagined one and the conduct is adjusted to the fancied circumstances. The imagination would be unable to accomplish this seeming miracle were it not that the air castles are built in accord with the desires of the dreamer and therefore have come into being as a means of escaping from the hard circumstances of reality. Fancy steps in to cater to cravings which the person despairs of satisfying by successful grappling with the real conditions. Fancy spins a cocoon and the soft, flimsy covering of fantasy comes between the dreamer and the harsh contacts of every-day experiences.

The child's fantasies take many forms. They begin with his parents and are expressed with reference to the relations with father and mother in the everyday life of the home. As soon as the child is old enough to construct thought at all he naturally imagines himself in situations that satisfy his desires with reference to his mother or his father. The actual content of these day-dreaming experiences will depend mostly upon the experiences of the child and the kind of fellowship he enjoys with his parents.

Every student of the child's day-dream has seen that such imaginations center about the ego and are for the most part attempts to satisfy the self-regarding instincts. The child thinks of himself as not appreciated by other members of the family. Perhaps he constructs the imagery of death, since he thinks his real worth would then be recognized by all, and everyone who has injured him in the family life would be repentant and regretful.

The child also finds recompense for what he considers ill treatment by constructing day-dreams in which he puts those who have hurt him into

(*Continued on page* 8)

BULLETIN

published by

The Federation *for* Child Study

Child Study Association of America, Inc.
242 West 76th Street
New York
N. Y.

EDITORS

Alma Binzel — Cécile Pilpel
Sidonie Matsner Gruenberg — Jane H. Posner
Marion M. Miller — Lillian B. Symes
Cora Flusser, *Business Manager.*

Vol. 2 Subscription $1.00 a year No. 3.

Twenty years ago, the Child Study Association, formerly the Federation for Child Study, was a struggling infant. To-day we are growing up and we manifest in ourselves all the symptoms characteristic of the "awkward age." Particularly, do we observe that unevenness of growth which is its inevitable accompaniment. And not infrequently we suffer growing pains.

Not so long ago, the headquarters of the Association occupied one small room at 2 West 64th street. Several of its summer play schools were already in operation, meeting the needs of thousands of children unable to get away to the country. All of this activity, providing happy, constructive play and education for the children from congested tenements, chapter study work satisfying hundreds of mothers eager to become intelligent parents, was administered from one combined office and lecture room. To-day, the entire floor of the headquarters at 242 West 76th street is being outgrown notwithstanding the fact that the Extension Division has been housed at Bancroft Hall on 121st street. Growing pains, indeed! The demand for the service which the Association has to give is outstripping its facilities for serving.

An Associate Membership is vitally needed that the Association may catch up with itself. The educational service does not and cannot pay its way. The more insistent the demand for speakers, for study material, for organization, the more deeply do we realize the need for a firm economic foundation—for a larger membership. At the present, our educational super-structure is magnificently top-heavy.

Next month "Child Study" will lay before you a plan which waits only to be put before the Chapters for approval and elaboration. Then we hope that every one will be ready to work with a will in the ensuing membership campaign. Remember that every intelligent, understanding parent may help to improve fundamentally, for his children and ours, the world we live in.

Make members of your friends.

As an indication of the Association's growth and of the increased demand for child study material, our monthly Bulletin is being enlarged, with this issue, to twelve pages and will hereafter be known as "Child Study." With its new magazine dignity goes the necessity for increasing the subscription price, as announced on page 12. Arrangements are being made to make "Child Study" available in stores and news-stands.

CORRECTIONS

The article on "Habit," appearing in the January Bulletin, was written by Dr. William Heard Kilpatrick and apologies are made for the misspelling of his name in that issue.

Reference to the Rockefeller Foundation in the Annual Financial Report should have read "Laura Spelman Rockefeller Memorial."

Observation in the Field

Daily, Philip bubbled over at the luncheon table with the experiences which the morning netted him in his first contacts with groups of boys at school. "And, oh Mother, the boys found a kitten and they put it in Miss Annie Marie's desk and this afternoon when she opens it, the kitty will jump right into her lap."

It so happened that Miss Annie Marie was a guest at tea that very evening. Just by way of conversation Aunt Ethel queried, "And what about the kitten, Miss Annie Marie?" "Kitten? I know nothing of any kitten," was her puzzled reply. "Oh," gasped Philip, "I'm 'fraid you've spoiled it now, Aunt Ethel."

The theme was dropped temporarily, but after the guest was gone, father resumed it, seeking for a fuller understanding of the noon-day tale. "Why, the boys said they were going to do it just as soon as they could find the kitten," was the ready response of this six-year-old boy. There followed then a brief discussion in which the distinction between telling of something as planned and as achieved was emphasized.

Had the father been reproachful, critical, threatening in his voice, attitude, manner or words, what might the boy's answer to his question have been? The evasion or denial that might have ensued would have complicated the situation seriously. As it was, no draft for defense or escape was made; the emphasis was properly placed on the specific point involved.

A. L. B.

The Month's Activities

On January 14th and 21st, Dr. Arnold Gesell of the Yale Psycho Clinic gave two lectures in New York on "The Mental Hygiene of the Pre-School Child." The first lecture was devoted largely to the showing of moving pictures of the pre-school child's development, taken under the direction of Dr. Gesell. The pictures clearly illustrated the speaker's statement that the most rapid development takes place during the first few months of the child's life and that even at this early age training in correct habits is essential. The important element of language development could not be shown in the pictures, but Dr. Gesell stated that the greatest growth in this field took place between the fourth and fifth years.

In his second lecture, Dr. Gesell declared that mental growth was not necessarily pre-determined by inherent factors but that it hinged in some way upon learning growth which yielded to environmental factors. This meant that the conditioning of the pre-school child was a matter of the greatest importance. It is difficult to say when intelligence begins, but the new-born infant will cry at a change, such as lifting or putting down. By ten days, discriminating behavior has been awakened in the child, showing that learning has taken place. Personality is made up of feelings and emotions and takes shape and substance in early childhood. The nucleus of personality is present in the first weeks of infancy.

The problem of mental hygiene reduces itself to a formula of conservation—proper environmental conditioning for the small child. The parent must give as much care to the child's mental as to his physical hygiene.

In discussing the nursery schools, Dr. Gesell declared that in the United States, such schools are a social device which may aid us in finding the right method of approach to the problem of pre-school education—not in the three Rs, but in the development of wholesome personality habits for everyday living. They help to improve the elementary opportunity of the child, psychically and physically. The nursery school may have institutional dangers which can be guarded against by intelligent combination of parental and social guidance.

At a New York conference of the Child Study Association, held on Wednesday, January 28th, Dr. Mary Swartz Rose, Professor of Nutrition at the School of Practical Arts of Teachers College and author of "Feeding the Family," spoke on "Training the Child to Eat." Dr. Rose stressed the importance of the proper food in the proper proportions. She cited statistics obtained from an experiment proving the beneficial results of supervision in the feeding of children and emphasized the importance of establishing good habits before school age. But definite plans for correct food habits should be made when the child is still an infant. There are several important facts that the mother should bear in mind. The first is that the child's instinct is not a reliable guide to good nutrition. Secondly, the child must be fed with regularity. There should be definite intervals between meals, which should be eaten at scheduled times. Thirdly, the child must be kept at his optimum level of intake, for his food needs are two and a half times higher in proportion to his weight than are the adult's. This makes it necessary that the child's food be digestible and his meals well planned, so that his digestive system may not be unduly taxed. It also means that anything interfering with his normal appetite, such as sweets or too much fat, is harmful because it cuts down his intake of food. Fourthly, the child should become accustomed to the foods that are important in his diet as early as possible. Every baby should have suitable cereals, vegetables and fruits before the end of the first year. As soon as there are a sufficient number of teeth, the foods that require chewing should be introduced into the diet. One of the great defects in the present American dietary is the insufficiency of hard, dry, tough food requiring mastication. The eating habits of the child are of great importance and these are established only by repetition. The mother must also bear in mind that the psychological principle of imitation influences the likes and dislikes of the child and that the ideas he associates with any article of food affects his attitude toward it. But in order that the right foods be desirable, they require careful preparation, and the simpler they are, the more care should be taken. This fact should be borne in mind particularly by those in charge of school lunch-rooms. Lastly, there is need of socializing the child's habits. He should be fitted into the family circle, which should always make some concession in his favor. Friction can often be avoided by suitable conversation that will draw the attention away from food.

Child Study Groups

(*Continued from page* 5)

disrepute. He has the hateful brother or sister thoroughly punished. In this way he obtains satisfaction denied him by the actual facts. He also turns to day-dreaming to get possession of things he lacks. He replaces his poverty by wealth, his restrictions by freedom. In the same way, any want of skill, and supposed defect, is reacted to by the construction of images that make possible attractiveness or whatever appeals to his inner craving.

This tendency to imagery which is so natural to the child is detrimental to the adult because it keeps him from playing a man's part in the world. The child, therefore, has to be gradually led away from day-dreaming and taught in such a way as to make it possible for him to face the actual circumstances of life and if possible to control his circumstances in order that he may obtain his achievements by actually working out his purposes rather than merely dreaming about them.

It must not be thought that any individual is likely to free himself altogether from tendencies to fantasy. The most mature and well-trained mind is likely, in its free associations, to dwell upon experiences that are egoistic and of the character of day-dreams. The person finds himself thinking in terms of success not yet attained and with little thought upon the process of achievement. In so far as this leads eventually to ambition it is stimulating and inspirational. In so far as it is mere recreational experience, it relieves from fatigue and in the end incites to serious endeavor. When it becomes a chronic habit and the individual by this process obtains inner satisfaction, it degenerates into infantile day-dreaming, which is altogether unwholesome and detrimental to the welfare of the person.

In protecting the child against the risks of fantasy we must not make the mistake of attempting to suppress the imagination. No mental faculty is of greater social service than imagination. Nothing ministers to happiness more than does vivid imagination. It is therefore unfortunate when any educational process decreases the original capacity of imagination in the effort to keep the child from the folly of fantasy.

A question that always arises in this connection is, "How can imagination be distinguished from fantasy?" The test is a simple one. Imagination deals with life and shows toward the world of things and persons a thoroughly sympathetic and wholesome attitude. Fantasy, on the other hand, leads away from life. It clouds persons and things. In the place of things that are or have been or may be, it constructs false creations that are only emotionally attractive and appeal only to the person who is trying to shut himself away from reality. It makes the dreamer accept subterfuges for achievement. Creative imagination provides a program for achievement. It leads to the doing of what has not been done and opens up an opportunity for originality. If interpretive imagination be distinguished from the constructive, its business is to reveal the inner meaning and values of human experience. Whether expressed in poetry or painting or affection it tries not to replace life but to penetrate life and portray it.

The normal child usually has enough imagination; it needs only direction. To destroy it is to be cruel, for from the life is taken a source of power and of happiness. It must not be allowed, however, to turn toward pathological revery. The life without imagination is barren. The life with great quantities of fantasy teems with noxious weeds that give out poison which sickens the personality.

Discussion.

During the discussion which followed, the question was raised as to whether fantasy as compensation is altogether harmful to the child. It was felt that the homely child who fancies herself attractive, the weak and delicate child who sees himself in heroic action, may develop the courage to meet life, which a complete realization of his inferiorities would render difficult. It was agreed that such fantasy may aid the child's adjustment temporarily, but it was pointed out that it would be far better to help such children to realize whatever potentialities they may have; this would give real satisfaction, whereas the compensatory fantasy would eventually lead to unhappiness.

Unsatisfied curiosity was considered a fertile source of both harmful and constructive day-dreaming, leading either to morbid fantasy or to creative activity. Much of the beautiful and fantastic in art and literature is the fulfillment of an inner necessity to imagine an answer to what in practical life seems unanswerable. On the other hand, unsatisfied curiosity regarding the intimate and concrete facts of life, about which the child suspects he is being misled, may result in wasteful and unhealthy speculations

(*Continued to page* 11, *column* 2.)

The Leaders and Speakers Meet.

The first general meeting of the chapter leaders and speakers of the Child Study Association in New York and its environs, was held on Friday afternoon, February 6th at the headquarters, for the purpose of reporting on chapter activities and of exchanging ideas.

These chapter representatives are to meet three times a year—in the spring to formulate plans and sum up the result of the winter's work, in the fall to make definite plans for the winter season, and at this time of the year to report and exchange experiences.

It was stated that care must be taken in expanding and organizing, to keep in mind the relation of the various groups and chapters to the central organization. Strength, inspiration and vital contacts can come only with the growth of the parent body, of which the study groups are such an integral part. Groups must feel their responsibility to the central organization in this respect and should also take into account its financial needs. A plan whereby this whole relationship can be more definitely and concretely organized is being worked out by the new Organization Secretary and the chapters are urged to give her as much cooperation as possible.

The Director of Study Groups spoke of the need for more research and discussion on the part of the groups and of the importance of sending in comprehensive abstracts of papers read at meetings and particularly of the discussions. The actual problems of mothers, discussed in the light of child knowledge, are of the greatest value to the Association's work—for purposes of publication and exchange with other interested organizations. A book of Readings in Child Study is in preparation and some of the material for the book has been mimeographed for circulation before printing. These mimeographed copies can be secured for study and criticism.

Representatives of suburban chapters gave brief reports of the work done by their groups during the past season. The greater part of the work consisted of study of the topics listed in the Outlines, but in many cases lectures by outside speakers had been arranged to supplement such study. Some of the groups have engaged in various phases of community activity. Great interest was shown in the Nursery School and particularly in the experiment of the Mt. Vernon group, which has organized a Nursery School of its own as a result of its study of the pre-school child.

The difficulty of getting necessary source books from the public library was discussed and suggestions were made for meeting this problem.

The work of the child study groups among the foreign-born and mothers meeting in settlement houses was interestingly reported.

Mothers Are Mothers!

Some interesting developments are taking place in a recently formed chapter in a crowded section of New York City where the members are a mixture of Italian, Russian Jew, German and American. A bit of research work is being carried on there in an effort to gain information regarding methods of procedure with groups of limited education and carefully kept records are furnishing many suggestions to the two leaders from the Extension Division who are in charge of the work.

In an effort to procure cooperation from the beginning the group members were urged to express their ideas as to what topics they thought would be valuable for consideration. Several suggested "Obedience" but instantly another exclaimed, "I don't believe in it! It's terrible to beat children," thus revealing her stage of development as well as her confusion regarding obedience and punishment. One woman stated, "My children are big. Are good." One asked, "If a mother has children who do not learn so quickly, what can the mother do to help?" Another said, "My children are very good. They were born good. They do everything I ask them to." Others contributed, "My child is too lazy. Won't work in the home. Is nine years old. She throws things around." "My girl is too lazy to eat. Is eight years old and weighs forty-two pounds." "Stubbornness. I can always *make* her do it. She's not stubborn with the teacher, though. Is 'A' at school." "I don't know what that would mean. My boy is seventeen years old. Always liked to go to school. Now he does not like to go." A very positive woman announced, "When children want to be good they'll be good and when they want to be bad they'll be bad!" Two who gave promise of being admirable Association Members contributed the following: "Maybe I am not smart enough to teach the child." "I train my children when very young."

Mothers are mothers irrespective of language or phraseology! They have the same problems, struggles, and ultimate desires for their children.

Book Reviews

Education of Exceptional Children—John Louis Horn, Ed. D., The Century Co., 1924.

This book, although concerned primarily with the curriculum and organization of the public schools in this country and written mainly for those interested in auxiliary and special education, yet contains much that is of interest to the parent both as public-minded citizen, and as guide to his own child.

The author points out that the types of exceptional children requiring special educational consideration fall into three groups, deviating from the normal for causes classified as (a) mental, (b) temperamental, (c) physical.

The question of greatest general interest is probably that of differentiating education for those children deviating mentally, more particularly the super-typical and the sub-typical intelligence groups. Mr. Horn notes that "although children vary all the way from precocity to feeble-mindedness, the school meets the situation with a single type procedure, or makes a modification only in favor of the dull child." There seems no doubt that the presence of the very dull child with the main groups is lowering the standard of all links in the educational chain, from elementary school to university, while, on the other hand, failure to develop the very brightest intelligences to their highest capacity represents an incomparable waste. The present system fosters mediocrity. The American school confuses equality of opportunity with equality of treatment.

Various means of meeting the problem are suggested, based upon the separation of children for educational purposes into groups of differing intelligences. The chief point of interest to the parent lies in the suggestions made as to the different types of training which might be given to the different groups.

The author points out that "men meet situations in two ways, by habit and by reason. The second of these two ways presupposes the ability to adapt conduct to new situations." "The ability to acquire habits involves less intelligence than the ability to acquire reasoning power and to originate new ways, as is demonstrated by the fact that lower animals and very young children may be taught habits." Education, therefore, should be based upon this psychological fact: for the least highly endowed, habit formation should be emphasized to the extreme and group custom must dominate individual impulse; while for the most highly endowed, habit should be minimized. In their case, every habitual way of doing an important thing is potentially a preventative of the discovery of a better way. When we reach the child who is a prodigy, absolute individualization is in order. Between the two extremes will be found that combination of convention and deviation which governs the lives of most of us. The author therefore opposes the view that the very bright child is merely to pass through the ordinary curriculum at a faster rate than his fellows, and appear as a college graduate at an abnormally early age. Differentiation in education must be qualitative, not merely quantitative.

Of particular interest to the parent is the conclusion arrived at, that for non-typical children, it is not only the school period that needs special consideration, but the pre-school and after-school periods also. The parents of non-typical children are often overwhelmed with their problem and make blunders that may retard development for years to come. It is not enough to train special teachers; parents must also be trained for their particular problems.

Although there is nothing in the book very new or startling, it certainly covers the ground very completely and makes many helpful and interesting suggestions.

E. M. O.

Books Received For Review

The Diet and Care of Children. H. S. Reynolds. Laird and Lee. $1.00.

Principles of Mental Hygiene. William A. White. Macmillan. $2.75.

Psychology of Thought and Feeling. Charles Platt. Dodd, Mead. $2.50.

Instinct—A Study in Social Psychology. L. L. Bernard. Henry Holt and Co. $3.60.

Principles of Social Psychology. J. W. Williams. Alfred Knopf. $5.00.

Creative Experience. M. P. Follett. Longmans, Green. $3.00.

Suggested Readings from Current Periodicals

Where Shall Children Be Brought Up, by Laura Merrill—The Family, Jan. 1925.

A plea for the preservation of the home through education and training for parenthood.

Laboratory Study of Fear: The Case of Peter, by Mary Cover Jones—Pedagogical Seminary and Journal of Genetic Psychology., Dec. 1924.

A study of possible methods of eliminating fear in children.

Misbehaving Children, by Thomas D. Eliot.—Child Health Magazine, Jan. 1925.

Education replacing punishment in the treatment of misbehavior. A glimpse of the history of punishment leading to present social methods.

Teaching Morals Through Social Studies, by A. P. James—School and Society, Jan. 1925.

An exposition of indirect moral education.

A Contribution to Parental Education

Our readers will be interested in the service being rendered the cause of trained parenthood and childhood by The Children's Foundation, an organization chartered in 1921 by the State of Indiana as a corporation not for profit. The Foundation has for its objects, briefly stated, the study of the child and the dissemination of knowledge promotive of the well-being of children.

The first public contribution of the Foundation is the 500-page survey, THE CHILD: HIS NATURE AND HIS NEEDS, which was briefly reviewed in our December Bulletin. This comprehensive survey, which would sell for four or five dollars, if handled commercially, is presented by The Children's Foundation to anyone contributing to the Publication Fund, one dollar for each copy desired.

The book represents authentic information on the subject of childhood, given in understandable form. Interested readers may address The Children's Foundation, Valparaiso, Indiana.

Ten Seminar Conferences.

In the distant cities there are directors of Parent-Teachers Associations, chairman of Education Departments of Women's Clubs, leaders of Home Bureau groups, all expressing the desire to take intensive work in the organization and conduct of study groups for Parents, Teachers, Social Workers, etc. Perhaps the future has just such a course concentrated in the brief space of time that would make possible participation by those distant ones.

In the meantime, this opportunity is offered in a longer period to those in and about New York through the ten weekly Seminar Conferences. The announcements brought back a gratifyingly encouraging response. The membership already promises representation from home, school, church, juvenile court—workers with children and parents.

The programs for each meeting have been planned. Material is already in the hands of the mimeographer which will be distributed to the students one week in advance of the day upon which given topics will be presented and discussed in the meetings. Review of personal experiences and elaboration thereof before conference days will thus be possible.

Everything is set for a valuable piece of work.

If you have not already joined, why not do so now?

Thursday Afternoons—3:45 to 5; February 19th to April 30th, inclusive, *omitting* Thursday, April 9th, at 242 West 76th Street. Fee $5.00.

In Preparation for Your Child's Summer Garden

MISS ELLEN EDDY SHAW

will speak on

Garden and Nature Work in Relation to the Child's Development

Wednesday, March 4th, at 3 P. M.

This meeting is for members only and will be held at the home of Mrs. Alexander Kempner, 1075 Park Avenue.

Kindly respond to Mrs. Kempner

Plans for a course of practical nature study and greenhouse work under Miss Shaw's direction will depend upon the response made at the above conference.

Publications of the Child Study Association of America, Inc.

Outlines of Child Study— A Manual for Parents and Teachers Published by the Macmillan Co., 1922	$1.80 and postage
Sons and Daughters by Sidonie M. Gruenberg	$1.10 and postage
*Parents' Book List, 1922	.25
*Supplement to Parents' Book List, 1923-1924	.10
*Suggestions for a Parent's Book Shelf	.05
*Supplements to Children's Book List, 1922, 1923, 1924	each .10
*A Selected List of Music Books for Children	.05
Play School Manual, 1919	.50
Studies in Child Training Punishment, Obedience, Truth and Falsehood, Curiosity, Use of Money	each .10
*Child Study Bulletin Yearly subscription (8 issues)	1.00

*Free to members.

(*Continued from page* 8.)

The parent must attempt to answer the child's questions as frankly and as simply as he can, leaving to the child, as a basis for imagery, the vast region of the unknown and unknowable.

The question was raised as to whether the imaginative child might not become also the deceitful child. It was felt that only the stupid or foolishly harsh parent could be responsible for such development. Deceit is born of fear and the imaginative child who finds sufficient outlet for his interests and who has no need to fear his parent or teacher, will not use his imaginative gifts for the purpose of deceiving.

The illustration was presented of a child of four who volunteered the information that her mother was busy at home making a luncheon for "my sister." She was an only child. How was this to be met? It could be met on the basis of the child's real need—the fact that she wished a sister. She could be told that it was a lovely thing to have a sister for whom Mother would make luncheon and that perhaps there would be a "truly" one some day. Also to arrange for daily intimate contact with other little children at home and in play.

FEDERATION FOR CHILD STUDY
CHILD STUDY ASSOCIATION OF AMERICA, INC.

Headquarters
242 W. 76th St.

Extension Office
509 W. 121st St.

New York City

OFFICERS

MRS. HOWARD S. GANS . . . . . *President*
MRS. FRED M. STEIN . . . . *Vice-President*
MRS. DAPHNE DRAKE . . . . . *Secretary*
MR. JESSE W. EHRICH . . . . . *Treasurer*
MRS. JAMES FRANK . . . . *Asst. Treasurer*

MRS. SIDONIE M. GRUENBERG . . . *Director*
MRS. MARION M. MILLER . . *Assistant Director*
MRS. CÉCILE PILPEL . *Director of Study Groups*
MISS ALMA L. BINZEL . *Special Educational Associate*
MISS MARGARET J. QUILLIARD . *Director of Field Work*
MRS. VIOLET A. JERSAWIT, *Director of Speakers Bureau*
MRS. LUCY N. RETTING . *Director of Play Schools*
MISS CONSTANCE HOOK . *Organization Secretary*
MRS. LILLIAN B. SYMES . *Publications Secretary*
MISS CLARA POLAK . . . *Executive Secretary*

Due to the increase in size and scope of the Bulletin, the subscription price, beginning with this issue, will be one dollar per year.

Single copies, fifteen cents each.

Rates for advertising space will be furnished on application to the Business Manager, 509 West 121st Street. Phone Morningside 4585, Extension 323.

The New School
for Social Research

Second Term
March 2—May 23

MORRIS R. COHEN—Science and Contemporary Thought.
Friday, 8.20—9.50 P. M.

DAVID FRIDAY—Principles of Economics.
Wednesday, 8.20—9.50 P. M.

Investment Values and Interpretation of Financial Statements.
Thursday, 11 A. M.—12 M.

BERNARD GLUECK—Problem Children.
Thursday, 5.20—6.50 P. M.

ALEXANDER A. GOLDENWEISER—Crime and Punishment.
Monday, 8.20—9.50 P. M.

Primitive Life.
Thursday, 8.20—9.50 P. M.

ALVIN JOHNSON—A Survey of Capitalistic Economy.
Wednesday, 5.20—6.50 P. M.

HORACE M. KALLEN—Religion and Its Philosophies.
Monday, 5:30—6:30 P. M.

Dominant Ideals of Western Civilization.
Tuesday, 8.20—9.50 P. M.

FREDERICK R. MACAULAY—The Statistical Analysis of the Business Cycle.
Thursday, 8.20—9.50 P. M.

EVERETT DEAN MARTIN—Psychological Problems of Social Reconstruction.
Wednesday, 8.20—9.50 P. M.

LEWIS MUMFORD—Architecture in American Civilization.
Friday, 5.20—6.50 P. M.

HARRY A. OVERSTREET—The Technique of Influencing Human Behavior.
Tuesday, 8.20—9.50 P. M.

WILLIAM I. THOMAS—Formation of Racial and National Character.
Thursday, 8.20—9.50 P. M.

FRANKWOOD E. WILLIAMS—Problems in Psychopathology.
Monday, 8.20—9.50 P. M.

LEO WOLMAN—Problems of American Labor.
Hours to be arranged.

STARK YOUNG—Twelve Plays of the Season.
Tuesday, 5.20—6.50 P. M.

Tuition for each course of twelve lectures, $15

Write for catalogue to
465 West Twenty-third Street, New York City